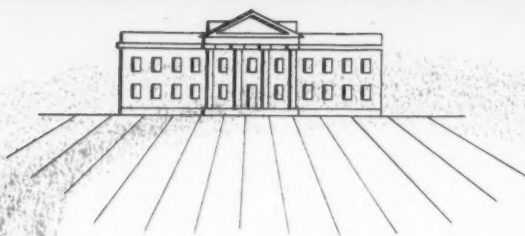


OCTOBER • 1949

the CHILD





MIDCENTURY WHITE HOUSE CONFERENCE MOVES FORWARD



I think this rising generation has prospects before it that are really unequaled in the history of the world. And what we want to do is to impress upon them their responsibilities. I think that is the principal reason for this meeting, outlining a program for this future generation that is coming into control of this country and the whole world.

We have been working strenuously since September 2, 1945, for world peace, and that is still our main objective. We are going to get that world peace eventually, and it is going to be a peace we will all be proud of, and under which we can all live and progress.

I am hopeful that some of the things with which we are confronted can be remedied by this conference next year. One of the things that I am vitally interested in is the health of the people of the United States. We discovered in the draft program that 34 percent of the young people who came up for examination for draft purposes were physically or mentally unfit for service.

I think that is rather disgraceful in the richest nation in the world, with all the resources that we have, to neglect the health of the young people. I think that is one of the principal things we want to look after.

Then the other and the most important thing is the mental attitude of these young people. We want them to have the right outlook on life. And in order to do that, they must have proper instruction both at home and in the schools.

You know, if a child has a good mother, and most children do have, and his first three grade teachers are good teachers, who understand the moral outlook as we see it, there is no danger of that child being anything but a good citizen, no matter what happens after that first 8 or 10 years. That is the thing in which I am sure you are vitally interested.

I can't tell you how much I appreciate your interest, shown by your presence here, and I hope that the 1950 conference will be the most important and forward-looking and successful one that we have ever had. And I am sure it will.

And I want to say to you here that you have all the cooperation that goes with the Office of the President of the United States. I won't be running for office next year, and I can do a lot of things that I couldn't ordinarily do.

Excerpted from the remarks of the President of the United States at the first meeting of the National Committee, Midcentury White House Conference on Children and Youth, held at the White House, Washington, September 8, 1949.

THE TASK OF THE NATIONAL COMMITTEE

OSCAR R. EWING,

*Federal Security Administrator
Chairman, National Committee, Midcentury White
House Conference on Children and Youth*

MAY I EXTEND to you a warm welcome on the occasion of the inauguration of this great national effort in behalf of the Nation's children? I have already expressed personally to President Truman my appreciation for his deep interest in and support of the conference program and for his graciousness in extending to us the hospitality of the White House in holding this meeting.

Recently, as I have walked about the White House and have seen the girders going up, and workmen busily engaged in repairing this historic structure, I wondered whether there would be room for us to meet here. At the same time, the White House provides almost a symbolic setting for us. For the renovation is preserving the structure, the tradition, and the strengths of the White House and at the same time is adding new materials, new mechanical devices resulting from additions to man's knowledge, and new skills in making this a sturdier and a better place in

which our Presidents may in the future live.

It seems to me that this is precisely the task before us so far as our children are concerned. We are a great and a strong people. Over the years we have demonstrated that we have not only the physical resources but the capacity and the will to use them to advance the well-being of our Nation and of the world. Our concern for our children is in many ways a continuing symbol of this interest. Through the efforts of voluntary groups, of the Federal Government, of the four previous White House conferences—of citizens everywhere—we have a rich tradition and a record of demonstrated achievement in building healthier, happier, more secure children.

But much remains to be done. The challenge to this committee is to see where our work for children needs shoring up, to ascertain its strengths and weaknesses, to bring to bear man's new knowledge and experience on the problems of children, toward the goal of an ever-better environment in which they may grow in peace and in security.

Solve problems together

You here in this room—members of the National Committee for the Midcentury White House Conference on Children and Youth—come from all walks of life; you represent most of the major interests in our society. The sponsors of this meeting have no preconceived blueprint to hand you that will solve all the problems of children and their parents. We admit fully and frankly that there is a great deal we do not know, and that there is a great deal we know which we do not know how to apply.

We need your broad experience and background. We need your active participation and leadership. With your help, and through you the help of all the people, we hope to work together on some of these problems and move toward better solutions.

If I may, I should like to outline here the work which I think this committee might well undertake.

In the first place, we must chart the broad objectives of the midcentury conference; and secondly, we must devise mechanisms that will accomplish those objectives.

By and large, the 1950 conference should gather together the accumulated

experience and wisdom that now exists with respect to the problems of children, particularly what has been gained in the past 10 years. Next, the conference must determine the ways and means that can best be used to make this knowledge available to all those who can use it—parents, professional workers with children, States, communities, and all other individuals and organizations dealing with children and their problems. And perhaps most important to all, the conference should develop its policies and projects with the view of achieving recommendations that will be of value and use in the years following the conference to individuals and organizations concerned with children. Beyond this, the conference should determine those areas which need further research and study and suggest methods whereby these can be carried on.

The President has chosen each member of this committee because he believes each of you has a unique contribution that you can make to the deliberation of the conference and that you can provide leadership in planning its work, in the conference itself and in the follow-up work that must be carried on afterward in order to put its recommendations into practice.

The committee needs to consider at the outset the general theme of the conference, and its focus. Should we undertake detailed examination of all problems relating to children, or rather choose one or more specific problems and concentrate on these? Building on the work of the previous conferences, we might consider giving attention to some particular problem, such as, for example, the growth and development of children in a changing world.

The recommendations of previous conferences were chiefly concerned with social and economic arrangements for the child in the family. Perhaps this was because knowledge of the emotional and psychological aspects of child care and child development were still very much in the making. Although this is still true, considerable advance in recent years has been made, and perhaps

Given at the first meeting of the National Committee, Midcentury White House Conference on Children and Youth, held at the White House, Washington, September 8, 1949.

the time has come for a full-fledged attack on these aspects of the needs of children.

The magnitude and complexity either of attempting to study all problems of children or of concentrating on one or more is really appalling. There are 46,000,000 children under 18 years of age in the United States. They are part of about one-half of the families of the Nation. They are concentrated in low-income families and low-income States. Three out of five live in families with incomes of less than \$2,100. Four out of five live in families with incomes of less than \$3,000 a year. One-half of the Nation's children live in 32 States, with only one-third of the national income. Farm families have about 30 percent of the children, but only 11 percent of the national income. Yet the economic problem, important as it is, is far from the whole picture. We live today in a world far more complex than that in which we as youngsters grew up. The tensions are greater, and the demands made upon children for stability and maturity are greater and more difficult to meet.

Our staff will present for your consideration various suggestions for the preparatory work of the conference and for financing it. You are free to accept, reject, or modify each and every one of these suggestions because, in final analysis, this is to be your conference.

The tasks that I have outlined are ambitious ones. As your chairman, I am truly humble in the face of them. I can claim rich first-hand experience as a father and a grandfather. I know the joys and the problems involved. In recent years I have had a chance to know more fully the impact of the total problem of this country, materially wealthy as it is, in providing an environment, a climate—psychological, economic, social, spiritual—in which all our children can grow and develop into healthy, happy citizens.

Contributions will add up

We propose to deal in the conference with the whole child, his health, his education (and that of his parents in dealing with him), his social welfare. Few of us can be expert in all these matters. But in the membership of this committee there is that sum total of knowledge, experience, and passionate concern for

the well-being of our children that makes it possible for us to take another great step forward in the over-all study and planning for the needs of children and young people.

This conference is a national study program; but it also envisages follow-up action programs in behalf of children in States and localities throughout the country.

We look to you as members of this National Committee for the unifying force to these activities. You must help provide the knowledge, the leadership, the organization, and the direction to make the conference a success.

We go forward together in an exciting adventure. We need your help. I pledge you my sincere devotion and full support in our common undertaking.

zation—the Child Welfare League of America.

The 1919 Conference on Child Welfare Standards was the culminating activity of Children's Year, conducted by the Children's Bureau in cooperation with the Women's Committee of the Council of National Defense. This was an era of effort to apply knowledge and concern and crystallize opinion in standards for legislative or administrative action.

In sponsoring Children's Year as a year for special activity for children while the First World War was being brought to a successful conclusion, President Wilson said: "I trust that the work may so successfully develop as to set up certain irreducible minimum standards for the health, education, and work of the American child." The Washington meetings, which began May 5, 1919, were followed by eight regional meetings in various parts of the country. The conference was most influential in relation to the protection of maternity and infancy, which received great impetus through Federal legislation and development of State maternity and infancy programs. The child-labor standards adopted by the conference had an important bearing on Federal and State child-labor legislation.

The 1930 White House Conference on Child Health and Protection was called by President Hoover "to study the present status of the health and well-being of the children of the United States and its possessions; to report what is being done; to recommend what ought to be done and how to do it." The conference chairman was Hon. Ray Lyman Wilbur, Secretary of the Interior. There were four sections, dealing with medical service, public-health service and administration; education and training; and the handicapped. Over 1,200 experts, working in nearly 150 different subcommittees, devoted 16 months to study, research, and fact-finding.

The conference met in November 1930, with 3,000 in attendance, and the medical section met in February 1931. A Children's Charter was adopted which has had wide influence. The findings of the conference were reported in 32 volumes.

Writing of this conference, Homer Folks, a leader in the 1940 as well as the

SUMMING UP THE PREVIOUS WHITE HOUSE CONFERENCES

KATHARINE F. LENROOT, *Chief, Children's Bureau*

Secretary, National Committee, Midcentury White House Conference on Children and Youth

IN THE CLOSING year of each decade or the closing year of a new decade in the twentieth century a conference on some phase of the care of children has been held in the Nation's Capital under the sponsorship of the President. One or more sessions have usually been held at the White House. Each conference has included several hundred persons, representing all geographic areas and many varieties of experience and opinion. Although called by the President, with facilities made available by the Federal Government, the White House conferences have not been advisory to any Federal agency or group of agencies. They have been advisory to the American people, and to their representatives in local, State, and national legislative bodies, professional and citizens' associations, public and private agencies.

To strengthen home life

The suggestion for the first White House Conference on the Care of Dependent Children originated with a young lawyer who had been raised in a Washington orphanage. He was impressed by the desirability of a fresh and constructive program in relation to child-caring agencies.

Some 200 persons met at the White House on January 25 to 26, 1909. The

period was characterized by a crusading spirit, which inspired courageous action to overcome serious evils threatening child life. For the first time a clarion call sounded throughout the Nation to preserve and strengthen home life for children. Poverty alone should not be a reason for separating a child from his loved ones. The conference declared that "Home life is the highest and finest product of civilization. * * * Children should not be deprived of it except for urgent and compelling reasons." The conference further recommended that if care outside the home is necessary for a normal child, he should be provided for if possible in a substitute home. If institutional care is needed it should be provided in cottage-type institutions approximating as nearly as possible the atmosphere of a home.

Outgrowths of the 1909 conference were the mothers'-pension movement—the precursor of aid to dependent children—improvements in foster care of children, and the creation of a governmental agency—the Children's Bureau—and a national voluntary organi-

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1930 and earlier conferences, said: "It was an era of detailed fact-finding and report-making, including the reports of the President's Committees on Recent Economic Changes and on Social Trends."

With the exception of the challenging statement of general goals toward which to strive in the form of the Children's Charter, it was impossible, in Mr. Folks' words, "to condense and coordinate the findings or recommendations into a composite whole, or to convert such material into a program of action for children."

Results hard to measure

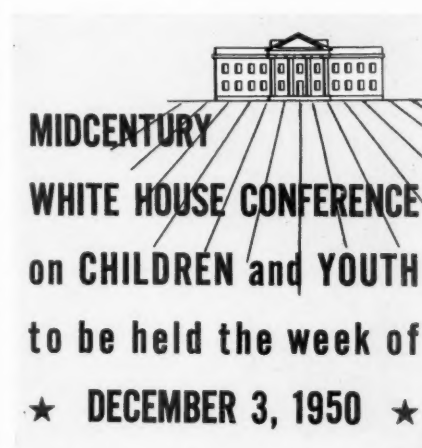
Truly to assess the results of the conference it would be necessary (1) to evaluate the stimulus given citizens' organizations throughout the country, such, for example, as the parent-teacher associations and women's clubs, whose concern for children was greatly augmented by the conference; (2) to trace the effect of the conference in enriching concepts basic to the further development of programs for children, such, for example, as understanding of the factors in growth and development of children; enhancing interest in preventive pediatrics and the training of pediatricians and other medical personnel; directing attention to family life, with particular reference to the need for further research, especially in relation to economic and social factors, and to parent education and family consultation service; and developing new insights into juvenile delinquency; and (3) to review the activities of State follow-up programs, which were organized in many States and which frequently represented the first State-wide attempt to bring together various professional groups and functional agencies, public and private, in reviewing children's needs and improving children's services. One of the outstanding results of the conference work was a great advance in the field of pediatrics and pediatric education.

Radio brings conference to parents

The 1930 conference was able for the first time to utilize the radio in bringing millions of mothers and fathers within range of the conference session. President Hoover in his address to the conference referred to these "unseen

millions listening in their homes, who likewise are truly members of the conference." He said: "Let no one believe that these are questions which should not stir a Nation; that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated and healthy children, a thousand other problems of government would vanish."

The fourth White House Conference was held in 1940, with a preliminary session at the White House in April 1939 to plan the conference activities. President Franklin D. Roosevelt asked



the conference to consider two things: "How a democracy can best serve its children; and, the corollary, how children can best be helped to grow into the kind of citizens who will know how to preserve and protect our democracy." The Secretary of Labor, Frances Perkins, was chairman of this White House Conference on Children in a Democracy. The conference was organized and guided by a planning committee composed of some 70 persons, a committee on organization, and a report committee of 27 members, aided by a research staff, and a series of groups of experts. The subject matter was widely inclusive of the major factors affecting the children of America, including the characteristics of American family life, incomes of families, their dwellings, and their assistance in times of need; education, primarily the school system; child labor and youth employment; health and medical care; leisure-

time services; social services; religion and children in a democracy; minority groups. The results of the conference work were published in a general report, which included 98 recommendations, and a more detailed final report.

The last session of the conference was devoted to consideration of follow-up activities. Nationally, the plan adopted proposed the creation of a nongovernmental National Citizens' Committee, to which responsibility would be given for leadership in the follow-up program, and a Federal Inter-Agency Committee. The latter, composed of representatives of 30 Federal agencies, was organized in March 1940 for the purpose of coordinating the work of Federal Departments in cooperation with the National Citizens' Committee and State and local follow-up programs. The organization of the National Citizens' Committee, comprising 25 members, was completed on June 17, 1940. Within a few months follow-up activities had been begun in a number of States. Both the National and the State committees, however, were almost at once engulfed in considerations of national defense and later in wartime activities, and gradually the White House Conference work for the most part lost its identity, as efforts were merged in defense and war work.

It can be said, however, that real leadership was given by the National Citizens' Committee in the first 2 years following the conference in keeping the needs of children before the Nation, and that the follow-up work in many States gave great impetus to State-wide and community planning for children which has persisted and gained recognition throughout the war years and to the present times.

We learn from experience

In reviewing briefly the experience of four decennial conferences, certain points emerge which should be of value in laying plans for the fifth, the Midcentury Conference.

First, as to scope: The first two conferences were probably too limited in scope, but the last two covered such a broad range of subjects as to make it difficult for a clear-cut, understandable program to emerge which could be the basis for action in behalf of children.

Certainly there is need for recognition of the inclusiveness of concern for children, but there must be sharply defined focal points around which the conference program can be built, as well as careful selection of subjects that will receive major attention.

Second, adequate staff and financing are essential to maximum results. The 1930 conference had by far the greatest resources, and is generally held to have been the most successful.

Third, previous conferences tended to be overbalanced in membership by experts and in subject matter by program formulation, with insufficient representation of citizens and consideration

of how programs can be translated into action.

Fourth, although the 1930 and 1940 conferences had definitely organized follow-up programs centered on State and community action, their membership was not sufficiently related to leadership for follow-up programs in States and local communities, nor was such leadership sufficiently involved in pre-conference activities. In other words, structure had to be improvised and leadership mobilized following the conference, instead of the National program growing out of a large amount of State and local inquiry, review, recommendation, and action.

and local action, which will report directly to the National Committee.

National organizations, through their programs, are expected to make significant contributions to the White House Conference projects. In many will be found resources of knowledge, experience, technical skill, and citizen leadership that will be invaluable to the conference activities. One of the ways through which this participation will be secured is through an advisory council of national organizations, lay and professional, which should provide a common meeting ground for cross-fertilization of experience and ideas.

Communications program established

The effective development of preliminary work requires that information concerning conference plans and objectives be brought directly to all who are concerned with children and with problems relating to child growth. Furthermore, it is essential that information made available to the National Committee from groups throughout the country should be carefully integrated and interpreted in usable form if follow-up programs are to be encouraged. Special attention therefore is being directed toward developing at the outset a communications program which provides not only for full publicity but also for carefully designed and directed program material.

The National Committee recognized that the knowledge, experience, and resources of the Federal agencies working with children would be an invaluable asset to the conference work in fact finding, in communications, in State and local action, and in all other aspects of the program. Accordingly, the committee recommended that an advisory council on Federal Government participation be set up as an integral part of the conference structure.

This Midcentury White House Conference is unique, too, in that it is not only a conference about and for children and young people; it is the first in which youth participation is an integral part of the planning. Not only are several young people actual members of the National Committee, but a special advisory council on youth participation is being organized to develop principles for, and methods of, partici-

TO FOCUS ON CHILD'S MENTAL, EMOTIONAL, AND SPIRITUAL GROWTH AND DEVELOPMENT

MELVIN A. GLASSER

Executive Director, Midcentury White House Conference on Children and Youth

WHEN PRESIDENT TRUMAN, on August 31, formally issued the call for the Midcentury White House Conference on Children and Youth, more than 2 years of preliminary work was brought to a head. Planning bodies in nearly all the States and Territories, leading citizens and representatives of diverse national organizations, and staff members of Federal departments concerned with children and youth had pooled their thinking and the resources of their organizations to build a foundation on which this fifth decennial conference could rise.

A new type of conference

The 1950 conference is a bold venture into new and uncharted realms. It is tackling the problems of child growth from a new direction; it is a conference that, in its preparatory phase, is enlisting participation from State-wide and community groups. Participation from individuals in all walks of life is being sought.

Immediately upon calling the confer-

ence, the President sent the following telegram to the Governors of each of the States and Territories and the Commissioners of the District of Columbia:

"I have called a Midcentury White House Conference on Children and Youth and have appointed a committee of distinguished citizens to give general direction to the undertaking, under the Chairmanship of Honorable Oscar R. Ewing, Federal Security Administrator.

"The value of this conference will depend upon full participation of each State. Mr. Ewing will communicate to you a suggestion that you either designate an existing body broadly representative in your State or appoint a State committee to serve for this conference. I shall personally appreciate your cooperation in making the conference an outstanding contribution to child life in America."

The response at this writing indicates that the States are rapidly developing their committees to cooperate in the undertaking. State and local activities will be represented in the preparatory work by an advisory council on State

pation by young people in all aspects of the conference activities, National, State, and local.

One of the major decisions made at the September 8-9 meeting of the National Committee of the Midcentury White House Conference on Children and Youth was to adopt a conference theme—a focus around which would be centered the conference emphasis, program, and activities. After vigorous discussion of the many problems of children and young people that require major study and action, the National Committee adopted the following conference theme:

The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly, the purpose of the conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship.

To do this the conference shall—

(a) bring together in usable form pertinent knowledge related to the development of children, and indicate areas in which further knowledge is needed;

(b) examine the environment in which children are growing up, with a view to determining its influence upon them;

(c) study the ways in which the home, the school, the church, welfare agencies and other social institutions, individually and cooperatively, are serving the needs of children;

(d) formulate, through cooperative efforts of laymen and specialists, proposals for the improvement of parental, environmental, and institutional influences on children;

(e) suggest means whereby these proposals may be communicated to the people and put into action.

Committee adopts organization plan

The National Committee recognized that in order to make this a truly representative conference a plan of organization needed to be worked out that would provide an opportunity for the citizens of this country to participate

fully. Accordingly the plan of organization charted on pages 56-57 was adopted.

The members of the National Committee for the Midcentury White House Conference on Children and Youth, comprised of 52 educators, physicians, clergymen, businessmen, economists, and civic, labor, and farm leaders (appointed by President Truman August 29, 1949) are:

Dr. Raymond B. Allen
President, University of Washington
Seattle, Wash.

Francis Bacon
Professor of Secondary Education
University of California at Los Angeles
Los Angeles, Calif.

Charline Banks (youth representative)
236 Marion Street
Brooklyn, N. Y.

Harvie Branscomb
Chancellor, Vanderbilt University
Nashville, Tenn.

A. J. Brumbaugh
Vice President, American Council on Education
744 Jackson Place NW.
Washington 6, D. C.

Lyman Bryson
Counsellor on Public Affairs
Columbia Broadcasting System
485 Madison Avenue
New York, N. Y.

Mrs. J. L. Blair Buck
President, General Federation of Women's Clubs
1734 N Street NW.
Washington 6, D. C.

James Carey
National Secretary-Treasurer, CIO
718 Jackson Place NW.
Washington 6, D. C.

Chris L. Christensen
Vice President, Director
Celotex Corporation
120 South LaSalle Street
Chicago, Ill.

Mrs. Jerome Evanson
Director of Education for the North Dakota
Farmers Union
Jamestown, N. Dak.

Hon. Oscar R. Ewing (chairman)
Federal Security Administrator
Washington, D. C.

Katharine E. Faville
Dean of College of Nursing
Wayne University
Detroit, Mich.

Lawrence K. Frank
Director, Caroline Zachry Institute of Human
Development
17 East Ninety-sixth Street
New York 28, N. Y.

Rabbi Solomon Goldman
3760 Pinegrove Avenue
Chicago 13, Ill.

Shelby M. Harrison
370 Riverside Drive
New York 25, N. Y.

Mrs. John E. Hayes
President, National Congress of Parents and
Teachers
600 South Michigan Boulevard
Chicago, Ill.

Dr. Charles Janeway
Professor of Pediatrics, Harvard University
Medical School
300 Longwood Avenue
Boston 15, Mass.

The Rev. Raymond B. Johnson
Minister, First Parish Church
40 Middle Street
Hingham, Mass.

Dr. T. Duckett Jones
Medical Director, Helen Hay Whitney Foundation
525 East Sixty-eighth Street
New York, N. Y.

Flemmie P. Kittrell
Head of the Department of Home Economics
Howard University
Washington, D. C.

The Rev. C. E. Krumbholz
Executive Secretary, Division of Welfare
National Lutheran Council
231 Madison Avenue
New York 16, N. Y.

Mary Leeper
Executive Secretary
Association for Childhood Education International
1200 Fifteenth Street N. W.
Washington, D. C.

Mrs. David M. Levy
Citizens' Committee on Children of New York
City, Inc.
136 East Fifty-seventh Street
New York, N. Y.

Eduard C. Lindeman
235 East Twenty-second Street
New York, N. Y.

The Very Rev. Msgr. John J. McClafferty
Dean of the National Catholic School of Social
Service
Catholic University
Washington, D. C.

Chauncey McCormick
Chairman of the Board, Illinois Children's
Home and Aid Society
410 North Michigan Avenue
Chicago 11, Ill.

(Continued on page 61)

MIDCENTURY WHITE HOUSE CONFERENCE

Organization adopted September 1954

National Committee

(52 members, appointed by the President)

Honorary Chairman	—President Harry
Chairman	—Hon. Oscar R. Ewing
Vice Chairmen	—Leonard W. May
	George D. Stoddard
	Benjamin Spock
	Mrs. Eleanor Roosevelt
Secretary	—Katharine F. Lee

Executive Committee

(Elected by the National Committee)

Chairman—Leonard W. May

A. J. Brumbaugh	Mr.
Lyman Bryson	TH
James Carey	Mr.
Hon. Oscar R. Ewing, <i>ex officio</i>	Bo
Rabbi Solomon Goldman	Be
Mrs. John E. Hayes	Ge
T. Duckett Jones, M. D.	TH
Flemmie P. Kittrell	

One vacancy to be filled

Advisory councils

(Members to be appointed by the executive committee)

Advisory council on participation of national organizations:

Four National Committee members *and* representatives of national organizations from outside the National Committee. Chairman to be elected by advisory council.

Advisory council on Federal Government participation:

Four National Committee members *and* representatives of Federal agencies. Chairman to be elected by advisory council.

Advisory council on State and local action:

Four National Committee members *and* representatives of State and Territorial White House Conference Committees. Chairman to be elected by advisory council.

Advisory council on youth participation:

Four National Committee members *and* representatives of youth organizations. Chairman to be elected by advisory council.

Technical

For members, consultants, and staff

Executive Director
Melvin A. Glass

Chief Consultant
Henry M. Helmholtz
and staff

CONFERENCE ON CHILDREN AND YOUTH

was adopted September 9, 1949

National Committee

(Appointed by the President of the United States)

President Harry S. Truman
Hon. Oscar R. Ewing
Leonard W. Mayo
George D. Stoddard
Benjamin Spock, M. D.
Mrs. Eleanor Roosevelt
Katharine F. Lenroot

Executive Committee

(Appointed by the National Committee)

Chairman—Leonard W. Mayo

Mrs. David M. Levy
The Very Rev. Msgr. John J.
McClafferty
Mrs. Eleanor Roosevelt
Boris Shishkin
Benjamin Spock, M. D.
George D. Stoddard
The Rev. Luther Weigle

One vacancy to be filled

Technical and special committees

(Members to be appointed by the executive committee)

Technical committee on fact finding:

Four National Committee members *and* about 20 others. Chairman (elected by committee), Benjamin Youngdahl.

Technical committee on communications:

Four National Committee members *and* about 20 others. Chairman (elected by committee), Lyman Bryson.

Committee on conference program:

Twelve National Committee members. Chairman (elected by committee), A. J. Brumbaugh.

Committee on budget and finance:

Seven National Committee members *and* others to be added to assist in fund raising. Chairman to be elected by committee.

Executive Director
Melvin A. Glasser

Chief Consultant,
Harry M. Helmholtz, M. D.
and staff

WEST VIRGINIA SETS UP A COUNTY DEMONSTRATION PROGRAM FOR SAVING PREMATURE BABIES

HALLIE ISABEL MORGAN, M. D., M. P. H. *Director, Division of Maternal and Child Hygiene,
West Virginia State Department of Health, Charleston*

WHEN Dr. N. H. Dyer became Commissioner of the State Department of Health in October 1946, West Virginia had been without a Director of Maternal and Child Hygiene since 1941, except for two brief intervals. Thus, when the writer accepted that position, early in 1947, there was much basic planning for us to do.

After surveying West Virginia's infant and maternal mortality rates over a 3-year period we were faced with the fact that our infant death rate was 30 percent worse than the rate for the United States as a whole. Only three States had worse infant death rates than West Virginia. And some counties in the State had an infant death rate 50 percent higher than the rate for the Nation.

We found also that, although all the States had regrettably high rates for deaths caused by premature birth (and it leads all causes of infant deaths in every State), West Virginia's was one of the highest. Besides, we had reason to believe that our reporting was in-

In practically every State of the Union the State health department is carrying on some kind of program for saving the lives of premature babies, and most of these programs are assisted by Federal grant-in-aid funds under the Social Security Act. The programs for this purpose in the various States vary greatly, as State programs do in every field. They range from State-wide programs of complete care, including after-care in the home, to small beginnings, such as training a few hospital and public-health nurses in methods of caring for premature babies, or lending incubators to some hospitals. Health authorities in a number of States have shown great interest in the steps that the other States are taking toward saving these babies. For this reason *The Child* is hoping to publish information from various States on the development of their programs.



All of these babies were extremely small when born. They were cared for in a special premature-baby unit in the hospital until they weighed at least 5½ pounds. Here the babies are shown on a return visit to the hospital, which maintains a well-baby clinic for prematures.

adequate, and we felt sure that the figures available did not show the magnitude of the problem.

Accordingly, we decided that the best way for us to reduce the infant mortality rate would be to save as many premature babies as possible.

Advisory committees help

At this point we felt that we needed to consult with the medical profession in our own State, and so we called in the chairmen of two of our advisory committees—on care of mothers and on care of babies—these represented the State medical association. Together we went over the problem.

Our discussion led us to agree that we must choose a program that would

give the best results possible with our limited personnel, facilities, and funds. We knew, of course, that a State-wide program was out of the question, and so we decided to set up a demonstration project in the county in which the State capital, Charleston, is located—that is, Kanawha County.

We chose the newest hospital in the county, the community-owned Herbert J. Thomas Memorial Hospital, in South Charleston, 7 miles from Charleston.

We knew that the space allotted in the hospital must be separate from the nursery for the other newborn babies, and that the program would be expensive as compared to the cost of caring for other newborn babies, because we would need specially trained nurses and

more hours of nursing service, as well as special equipment.

We asked the chairman of our advisory committee on child welfare, who is a busy practicing pediatrician, to go to Chicago to study the program at the Michael Reese Hospital. After some time, she returned, eager to assist with a similar program in West Virginia. She could not give up her practice, but she agreed to come into the Division of Maternal and Child Hygiene as a part-time consultant and to take charge of the medical aspects of the premature-baby program. Our advisory chairman also undertook the important and difficult task of interesting the local doctors and nurses in the program for saving premature babies.

We buy our equipment

Next we faced the decision as to what must be purchased. Large expenditures for equipment hardly seemed warranted, for the possibility of acquiring the necessary specially trained nurses appeared remote. However, with a great deal of faith that the nurses' training would be obtained, we proceeded to buy material for a premature-baby unit, consisting of eight incubators and three bassinets. And since our unit was far from the Charleston hospitals, we knew that an ambulance would be essential, and we started on the hunt for one. None of Charleston's automobile dealers could help us, because the delivery of new cars was still reflecting wartime conditions. But after an undertaking establishment in the city gave us the name of a reliable firm in Illinois, we successfully placed an order for an ambulance, and the firm agreed to deliver it within 7 or 8 months.

Using space efficiently

We next concentrated on reconstructing the space that the hospital had allotted for our use. It consisted of a room 23 feet long and 16 feet wide. To fulfill the minimum standards we would have to set up not only the nursery itself, but also a nurses' station, a clean workroom, and an observation room with at least three bassinets for babies born elsewhere than in this hospital. And we would have to allow, in the nursery, an average of 20 square feet for each of the premature infants.

The isolation and observation room

has space for three incubators and a respirator. A premature baby born outside the hospital is placed here for 72 hours, so that we can be sure he has no infection that the other babies could acquire from him.

Incubators and bassinets

The main nursery has room for eight babies, five of them in incubators and three in bassinets. (When a baby reaches a certain weight, he is trans-

ferred from an incubator to a bassinet.) infection into the nursery) and wheel it up to the incubators, one by one. Providence was with us again, for just outside our nursery unit is a loading platform. We had an oxygen firm provide a 10-cylinder oxygen manifold and place it on the platform. Feeder lines lead from these tanks into the nursery and are attached to the incubators. By means of a flowmeter, the nurses can see how much oxygen is going to each baby and can control the amount.



These healthy triplets were weak little prematures not so long ago. They were cared for in the special nursery unit established in the Thomas Memorial Hospital, Kanawha County, W. Va., by the Division of Maternal and Child Hygiene of the State Department of Health.

ferred from an incubator to a bassinet.)

Our next problem was: How could we keep the individual equipment for each baby separate from every other baby's? Bedside cabinets were out of the question in such a small space, and the type of incubator that has a compartment for the baby's supplies had not yet been placed on the market. With the help of a local cabinetmaker, we solved that problem by designing a cabinet ourselves, and having one fitted into the space beneath each incubator.

Another problem was how to supply the oxygen that these small babies need. It would be necessary to convey oxygen from some kind of container to each incubator. We certainly did not favor the old plan of having the nurses scrub an oxygen tank (so as to avoid bringing

Then we needed to provide for terminal sterilization of milk mixtures. The hospital did not have facilities for this process, and so we decided, with the help and advice of a sterilizing equipment company, to use the same formula room as was used for the other newborn babies' milk mixtures, and to install an autoclave and a sterile water tank. (After we give terminal sterilization to the milk mixtures, we put the bottles in the refrigerator in the premature unit.)

We learn from Illinois

Our main problem, however, was to find and train the right nurses. In October 1947 we sent three carefully selected nurses to the Michael Reese Hospital in Chicago, for a 6 weeks' intensive course in the care of premature

babies. These nurses also spent 2 weeks in the field with the nurses on the staff of the Illinois State Department of Public Health, going into the homes of premature babies so that they could see at first hand how the Illinois State program worked. On their return to West Virginia, two of the nurses accepted staff duty until the unit opened, and the nurse selected to supervise the unit assisted with final organization plans and wrote a manual of nursing procedures as adapted to our facilities and equipment.

Pediatricians deserve credit

During these months, the chairman of the advisory committee on child welfare was engaged in "selling" the program to the other pediatricians in the county and in organizing them into a working unit. I cannot give too much credit to the Kanawha County pediatricians who agreed to take 3 months' rotating service in the premature-baby unit. They held many time-consuming meetings, at which standard procedures were agreed upon. This was done so that when one pediatrician yields the service to another, there need be no break in technique. From the very beginning the pediatricians of Kanawha County have shown how valuable organized community health service can be.

Socio-economic histories sought

During these months, we in the Division of Maternal and Child Hygiene were directing our efforts toward providing smooth administration. For example, we studied the application forms used by other premature-baby units and drew rather heavily on the Illinois system. We enlarged one form, adding spaces for the socio-economic history of the baby's family, and we feel we have gained much knowledge from its use.

Working closely with us during this whole period of planning were the city-county health officer and his staff of public-health nurses.

By December 1947 we were within sight of our goal, but reconstruction of the nursery was taking longer than we had anticipated.

One gray wintry morning that month, we learned that our ambulance was en route to us and would arrive in Charleston before the office closed next day!

What were we to do with it? Our program could not be begun for another 2 months at least, and we had not yet planned to use the ambulance. At this point one of our nurses showed that she was also a good public-relations worker by suggesting that we ask one of the local automobile agencies to display the ambulance in a show window for us, together with a sign explaining its use. The dealer agreed to do this as a community service.

A newspaper helps us

Later that month we arranged with a newspaper to publish an article telling the purpose of the ambulance, and explaining the need for saving the lives of premature babies in the county and the State. The article was accompanied by a picture of the ambulance and of workers on the program.

Mortality of premature babies cared for in Herbert J. Thomas Memorial Hospital, South Charleston, W. Va., by birth-weight groups.

(From Dec. 19, 1947, to Apr. 20, 1949)

Birth weight	Total	Lived	Died	Percent mortality
1,000 gm. (2 lb., 3 oz.) or less	25	6	19	76.0
1,001 gm. to 1,500 gm. (3 lb. 4 oz.)	31	16	15	48.4
1,501 gm. to 2,000 gm. (4 lb. 6 oz.)	79	67	12	15.2
2,001 gm. to 2,500 gm. (5 lb. 8 oz.)	10	6	4	40.0

The percentages in this table are of limited statistical dependability because the number of infants concerned is small. However, we are presenting the figures to show the type of information that is helpful in evaluating experience under such a program. As the program is continued over a longer period, there will be a large enough number of premature infants cared for to enable us to make more satisfactory estimates of mortality among them.

Later, after the program started, we accepted the services of the staff of the Charleston Fire Department, who offered to store and drive our ambulance. Since then, the firemen have been our faithful allies in the program, and they have had much to do with its success.

A few days after the newspaper article appeared, we received a call from a general practitioner about 10 miles from

town, reporting the birth of a premature baby at home. If he brought it to the hospital, would we try to save it?

The program opens

Our pediatric consultant was with me at the time, and I turned to repeat the conversation to her. She said: "But our quarters won't be ready for another 2 months! Perhaps the hospital will let us put one of our incubators on the pediatric floor."

"It might be," I answered, "and goodness knows we'll have to take our first baby some time." Solemnly I raised my right hand and said, "I hereby declare the Premature Baby Program of Kanawha County open!"

Yes; our first baby lived.

In February of 1948 our quarters were ready, and the program opened officially.

We spent about \$50,000 on the entire program up to April 20, 1949. The cost for each baby averaged \$341.70.

Of the 145 babies admitted, 105 lived more than 48 hours; they had an average birth weight of 1,361 grams (3 pounds) and required an average of 28 days of nursery care. No baby was sent home until he weighed at least 5 pounds and until the public-health nurse was certain that the parents were equipped to care for him.

Our ambulance proves valuable

Nearly one-fifth of the babies cared for in our unit were born at Thomas Memorial Hospital, more than half were born in Charleston hospitals, and more than one-fifth were born at home. Our ambulance brought more than two-thirds of the babies to the nursery from various parts of the county. Sixteen multiple births were represented. We had one set of triplets.

The mortality among these 145 babies by birth-weight groups is shown in the table on this page.

Sixty-two of Kanawha County's physicians have sent premature babies to our unit. This amounted to about half of the county's general practitioners and most of its obstetricians.

Our plan was to let the parents pay for all or part of the baby's care if they could afford it. If they could not, our Division was to pay the hospital \$18.45

a day; recently this has been cut to \$16.80 a day.

Study of the families consistently showed the parents to be in the lower-income group (\$65 weekly on the average). They were also in the younger group, the average age of the fathers being 27 and that of the mothers, 22. Most of the families have from three to four dependents.

Most of the parents could not pay

With the help of the Children's Bureau, we have carefully evaluated the socio-economic histories of the parents and found that if our division had assumed a fee-collecting role, we would have been able to collect from three sources, and then only (since these infants died early) the amount of \$500.

We all realize that care of the premature is an emergency task. And we know also that prematurity in many instances can be prevented through good prenatal care and adequate nutrition. This latter is important not only during the months of pregnancy, but also, and even more so, during the growing period of young girls, who are the future mothers. Our nutrition chief has begun to study the diet habits of the mothers of our premature babies.

We have found that the service given to the community by such a program as ours can and does become a medium of effective education in public health.

Healthy, happy babies

We held a well-child conference for our first group of premature "graduates" in June 1949. Twenty-seven babies were examined by the pediatricians who had cared for them during their first fight for life. It was a real thrill for us to see the healthy, happy condition of these youngsters. And never have I seen a group of babies better cared for or more truly loved. Don't ever let anyone tell you that one of these babies isn't wanted just as much as a normal baby. A talk with the parents convinced me that they knew something of child care and development. Could it have been my imagination that these babies seemed more contented, less fussy, and blessed with happier dispositions than many?

Reprints in about 4 weeks

Committee adopts organization plan

(Continued from page 55)

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Reprints in about 4 weeks

"A fair chance for everyone does not begin with adult life nor with infancy. Its mysterious springs are more and more swathed in mystery as we push backward from the man, the youth, the child, the baby, to the endless line of the generations out of which each living being emerges in his turn."

Julia C. Lathrop, 1919.

Three States Raise Child-Labor Standards

This year the legislatures of three States, Maine, Tennessee, and Alaska, materially strengthened their child-labor standards. Maine and Tennessee became the twenty-first and twenty-second States to set a basic minimum age of 16 years for employment of children. (The States that have a basic minimum-age standard set a 16-year minimum age either for factory employment at any time or for all work during school hours, except, in some States, in agriculture or domestic service. A few States meet both standards.)

In both Tennessee and Maine the new laws set 16 as the minimum age for employment at any time in any manufacturing or mechanical establishment. Formerly the minimum was 15 in Maine and 14 in Tennessee. The Tennessee act also raises the minimum age from 14 to 16 for employment during school hours in any gainful occupation except agriculture and domestic service. Maine retains its former minimum age of 15 for work during school hours; but sets 16 for employment at any time in hotels and places of amusement, and 15 in stores and in eating places.

Both States set a minimum age of 16 for work in bowling alleys. Formerly Maine prohibited this work for boys and girls under 15; and Tennessee applied no minimum age outside school hours. Tennessee now prohibits a number of specified hazardous occupations for minors under 18, rather than under 16 as formerly. In Maine, dry-cleaning establishments have been added to the places in which occupations may be declared hazardous for minors under 18 by the commissioner of labor and industry.

Through this legislation both States also improve the former maximum hours-of-work standards. Tennessee adopted an 8-hour day and a 40-hour, 6-day week as the maximum for minors under 18 in any gainful occupation. Previously it had as a maximum an 8-hour day and a 48-hour, 6-day week, which applied only to minors under 16 in specified occupations. The new Maine act applies its standard of a maximum 8-hour day and 48-hour, 6-day week to boys and girls under 16 instead of only to those under 15 as formerly. In both States, also, special regulations will now apply to employed children under 16 who are attending school as well as working. Maine now limits the hours of employment of such children

to 4 hours a day and 28 hours a week, and Tennessee to 3 hours a day and 18 hours a week. The Tennessee act prohibits the work of minors under 16 between 7 p. m. and 7 a. m., instead of 6 p. m. to 6 a. m., as formerly. It also prohibits the work of minors 16 and 17 between 10 p. m. and 6 a. m. Under the former law, messenger work was the only night work prohibited for minors 16 and 17.

Alaska's child-labor law up to this year consisted of a minimum-age requirement of 16 years for girls only, applying to those employed in any mercantile or industrial establishment. This provision is retained under the new law, which in addition sets a minimum age of 16 for employment of boys in restaurants, hotels, or lodging houses. The new law also authorizes the Territorial commissioner of labor to establish standards relating to the kind and extent of work and safe working conditions of minors. Under this authority a 16-year minimum age in manufacturing and processing operations, as well as certain other occupations, was set by regulation, which went into effect July 16, 1949. For all other gainful employment, except domestic service and baby sitting, the act sets a minimum age of 14.

Children's Fund Gets Soap From New Zealand

Another shipment of 86,240 pounds of soap from this country for the relief of needy children in Europe and the Middle East has increased to almost half a million pounds the amount of soap dispatched from New Zealand by the United Nations International Children's Emergency Fund (UNICEF).

Practically unavailable in the period immediately following the war, soap remains in extremely short supply in many countries. UNICEF field missions point out that this lack of soap is a contributing factor to the ever-present threat of disease, particularly the overcrowded, unsanitary Middle East refugee camps.

Soap shipments from New Zealand to European and Middle Eastern countries, where children and nursing mothers are receiving UNICEF aid, are generally distributed among mothers of newborn babies, orphans, welfare institutions, and others receiving medical treatment under projects sponsored by the Fund and the United Nations World Health Organization.

To Keep Birth Records Confidential

The House of Delegates of the American Medical Association, at its 1949 meeting at Atlantic City, N. J., adopted resolutions urging State legislatures and registration officials to take steps toward establishing a policy of keeping birth records confidential.

The resolutions are as follows:

Whereas physicians attending at births are required by the respective State laws to complete and file a certificate of birth, and have an interest in seeing that the confidential nature of the birth certificate is maintained and that none of the data contained therein are used to the detriment or embarrassment of the child and family concerned: Therefore be it

Resolved, That the American Medical Association commends the efforts of the American Association of Registration Executives, the Council on Vital Records and Statistics, the Children's Bureau, and the National Office of Vital Statistics of the Federal Security Agency to formulate a policy maintaining the confidential nature of birth records, which was published in January 1949 under the title "The Confidential Nature of Birth Records"; and be it further

Resolved, That the American Medical Association urge State legislatures and registration officials to study carefully the recommendations made in this publication and wherever possible to put them into effect by enactment into law or by administrative regulation. It especially urges that the right of inspection of birth records be restricted to the registrant, if of legal age; his parents, guardian, or their legal representative; health and official agencies on the approval of the official custodian of vital records or on court order.

Indian Conference on Social Work to Meet

Observers from 22 Asian countries are expected to attend the third annual session of the Indian Conference of Social Work, to be held in Delhi during the last week of December this year. Among the subjects to be discussed by the conference are family, child, and youth welfare.

There will be a symposium on "Social work abroad," in which representatives from the United States, the United Kingdom, the U. S. S. R., Australia, Sweden, Switzerland, and Czechoslovakia will participate.

To Prepare Medical Social Workers for Positions in Public-Health Agencies

Under grants from the Children's Bureau, Federal Security Agency, a special sequence of courses and field work has been developed in two training centers to prepare medical social workers for positions as consultants in public-health agencies.

These training centers have been established in response to the need for additional, and better-prepared, medical-social consultants in the expanding health and medical-care programs under public auspices.

This type of training is being offered by: (1) The University of Chicago School of Social Service Administration, in cooperation with the University of Illinois, Division of Services for Crippled Children, and (2) Tulane University School of Social Work, in cooperation with the Louisiana State Department of Health. Further particulars can be obtained by writing to the Dean, School of Social Service Administration, University of Chicago, Chicago 37, Ill.; or to the Secretary of Admissions, School of Social Work, Tulane University, New Orleans, La.

A third such training center is being developed in Boston by the Massachusetts State Health Department and three schools of social work in Boston.

FOR YOUR BOOKSHELF

PARENT AND CHILD, by Catherine Mackenzie. William Sloane Associates, New York, 1949. 341 pp. \$2.95.

It is an unusual occurrence when the contents of a newspaper column or page deserve collection in book form. Catherine Mackenzie's page, "Parent and Child," in the Sunday magazine section of the New York Times, more often than not has such lasting value. To Miss Mackenzie, then, an accolade for sifting out, from the meetings, interviews, and reams of material that come her way, the kind of findings and observations that stand the test of time. Many of these have been collected into this new book.

Under such headings as Family living, Emotional problems, Work and play, Delinquency, and Health, the book, titled *Parent and Child*, gathers together thoughtful comments and suggestions of much more than ephemeral value.

Among the journalists writing on the

care and development of children, Miss Mackenzie holds a unique position. The fact that she is not a professional worker in the child-development field enables her to write with a perspective that a person emotionally embroiled in the very thick of children's problems cannot always have. Her insight and good judgment, her meticulous care in reporting, her sense of the timely, all commend the selections in this book to all who have children, or who work with or for children.

Marion L. Faegre

HISTORY OF NURSE-MIDWIFERY IN THE UNITED STATES, by Sister M. Theophane Shoemaker. A dissertation submitted to the Faculty of the School of Nursing Education of the Catholic University of America in partial fulfillment of the requirements for the degree of master of science. Catholic University of America Press, Washington, D. C. 1947. 64 pp. \$1.25.

Nurse-midwifery as a clinical nursing specialty in the United States came into being only within the past 25 years. Because the term midwife in the United States suggests a type of care given to maternity patients by untrained women, confusion has arisen in the minds of professional and lay people as to the qualifications, preparation, and functions of the nurse-midwife.

Sister Theophane Shoemaker, Director of the Santa Fe Catholic Maternity Institute School of Nurse Midwifery, Santa Fe, N. Mex., in this history has attempted to investigate the circumstances that led to the introduction of nurse-midwifery in the United States, to trace its development from its inception, and to discover the factors that have exercised the greatest influence in its development. This is the first study of this kind to be published.

The author has pieced together from the meager published articles on nurse-midwifery, from bulletins and reports from the existing nurse-midwifery schools in the United States, from personal interviews, and from correspondence with nurse-midwives, an account of the development of this clinical nursing specialty.

She has described the existing schools of nurse-midwifery, as well as those which have been closed, the activities in which nurse-midwives are engaged, licensure of midwives, and opportunities open for nurses prepared in this specialty.

In some instances the report is not as complete as one would wish, but it gives a good over-all view of the subject. A good bibliography is included.

Ruth Doran, R. N.

CALENDAR

Oct. 16—Children's Day. Sponsored by the American Parents Committee and Parents' Magazine.

Oct. 23-28—National Council of Jewish Women. Nineteenth triennial convention. Baltimore, Md.

Oct. 24—United Nations Day.

Oct. 24-28—American Public Health Association. Seventy-seventh annual meeting. New York, N. Y.

Oct. 24-28—Thirty-seventh National Safety Congress and Exposition. Chicago, Ill.

Oct. 31-Nov. 1—Children's Bureau Advisory Committee on Crippled Children's Statistics. Washington, D. C.

Nov. 2-5—Second Pan American Congress on Pediatrics. Mexico City, Mexico.

Nov. 6-12—American Education Week. Twenty-ninth annual observance. Sponsored jointly by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. Information from the National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.

Nov. 7-10—National Society for Crippled Children and Adults. Annual convention. New York, N. Y.

Nov. 13-19—Book week. Annual observance. Information from Children's Book Council, 62 West Forty-fifth Street, New York 19, N. Y.

Nov. 14-17—American Academy of Pediatrics. Annual meeting. San Francisco, Calif.

Nov. 15-18—Girl Scouts of the United States of America. National convention. Milwaukee, Wis.

Nov. 15-18—National Council of Negro Women. Annual convention. Washington, D. C. (This date was previously announced as Nov. 17-20, but was changed on account of unforeseen circumstances.)

Nov. 16-18—School Food Service Association. Annual meeting. Washington, D. C.

Nov. 19—National Kids' Day. Sponsored by the National Kids' Day Foundation, Inc., and Kiwanis International. Information from O. E. Peterson, Secretary, Kiwanis International, 520 North Michigan Avenue, Chicago 11, Ill.

Illustrations:

October cover—Supervised cooking in a Los Angeles nursery school. Wide World photograph.

Pages 58 and 59, courtesy of the author, Dr. Hallie Isabel Morgan.

UNITED NATIONS DAY, 1949

BY THE PRESIDENT OF THE UNITED STATES
OF AMERICA

A Proclamation

WHEREAS throughout the march of civilization mankind has yearned for security, justice, and lasting peace; and

WHEREAS the Charter of the United Nations, which embodies these aspirations, has instilled in the peoples of the world a renewed faith that by cooperative international effort and perseverance they may succeed in effectuating these ideals among men; and

WHEREAS October 24, 1949, marks the completion of the fourth year in which the United Nations has been a living force for solving the major problems involved in transforming a shattered world into a better habitation for the human race; and

WHEREAS the General Assembly of the United Nations, by its unanimous resolution of October 31, 1947, established October 24, the anniversary of the coming into force of the Charter of the United Nations, as "United Nations Day," to be devoted each year to acquainting all peoples with the aims and achievements of the United Nations and to gaining their support for the work of this organization:

NOW, THEREFORE, I, HARRY S. TRUMAN, President of the United States of

America, do hereby urge the people of the United States to observe October 24, 1949, as United Nations Day with ceremonies designed to affirm our faith in the objectives of the United Nations, our appreciation of its accomplishments, and our resolve to give active support to its principles.

I also call upon the officials of the Federal Government, the Governors of States, the mayors of cities, and other public officials, as well as civic, educational, and religious organizations; upon the agencies of the press, radio, and other media of information; and upon individual citizens to cooperate fully in public programs dedicated to strengthening our participation in the work of the United Nations.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DONE at the City of Washington this 25th day of August in the year of our Lord nineteen hundred and forty-nine, and of the Independence of the United States of America the one hundred and seventy-fourth.



Harry Truman

By the President:

Dean Acheson

Secretary of State.

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